**Text-dependent Questions and Webb’s Depth of Knowledge**

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|  | **Level 1**  **Recall** | **Level 2**  **Skill/Concept** | **Level 3**  **Strategic Thinking** | **Level 4**  **Extended Thinking** |
| **General Understanding**  ***What does the text say?*** | Identify sequence of events, major plot points, story arc, or main claim and evidence furnished. |  |  |  |
| **Key Details**  ***What does the text say?*** | Answer questions about information provided directly in the text (i.e., who, what, when, where, why how much, or how many). | Determine importance of ideas, link main idea to supporting details. |  |  |
| **Vocabulary**  ***How does the text work?*** |  | Identify denotation: Use structural and contextual analysis to resolve meaning. | Identify connotation and shades of meaning, figurative language and analogies; interpret mood and tone. |  |
| **Structure**  ***How does the text work?*** |  | Locate text structures (cause and effect, problem and solution, description, chronological order). | Link major concepts or ideas across paragraphs and passages; interpret elements of text using literary analysis (e.g., characterization, point of view, narration). |  |
| **Author’s Craft**  ***How does the text work?*** |  |  | Identify the ways a writer’s decisions about word choice and text structures serve to convey experiences, information, or arguments |  |
| **Author’s Purpose**  ***What does the text mean?*** |  | Located stated purpose of the text, if applicable; analyze author’s relationship to the content of the piece. | Determine hidden or subversive intentions and hypothesize possible motivations or interests. | Critique author’s purpose using rhetorical structures and formal reasoning; link these to historical, sociological, or psychological phenomena. |
| **Intertextual Connections**  ***What does the text mean?*** |  |  |  | Compare and contrast information or viewpoints across multiple texts. |
| **Opinion With Evidence or Argument**  ***What does the text inspire you to do?*** |  |  | Identify missing or incomplete information that merits further investigation. | Construct formal original arguments using textual evidence; reflect on the role of one’s own biases in interpreting the text; formulate a plan of action or next steps for investigation or research. |